REQUEST FOR INFORMATION (RFI) 17-3558

K-2 Mathematics Screener & Diagnostic

For the Idaho State Department of Education

Issue Date: December 2, 2016

1. General Information

1.1 NOTICE

This is a Request for Information (RFI) regarding available kindergarten through second grade (K-2) mathematics screener and diagnostic tools. This is not a solicitation for quotations, bids or proposals. No contract award will result from this RFI.

The state of Idaho (the "State") may, at its sole discretion, contact any parties responding to the RFI ("Respondents") for additional information, including interviews or product demos, following the RFI. The State shall not be obligated to contact any Respondent, to purchase goods or services related to this RFI from any Respondent, or to use the content of any response in a future RFP.

The State will, at its sole discretion, determine whether or not to proceed with a solicitation for a K-2 Mathematics Screener and Diagnostic Tool following the RFI.

Response to this RFI is NOT mandatory in order to be considered for any future solicitation for a K-2 Mathematics Screener and Diagnostic Tool.

It is entirely the Respondent's responsibility to keep itself informed of the State's issuance of any future solicitation for a K-2 Mathematics Screener and Diagnostic Tool. The State assumes no liability for failure of Respondents to obtain and respond to any such solicitation.

1.2 RFI TIMEFRAME

The Idaho State Department of Education K-2 Mathematics Screener & Diagnostic Committee (the "Committee") anticipates following the tentative schedule shown below.

Event	Date and Time
Release RFI	12/02/2016
Responder Questions Due	12/14/2016 by 5:00pm Mountain Time
RFI Responses Due	12/30/2016 by 5:00pm Mountain Time

1.3 CONTACT

The contact for this RFI is Nichole Hall. She may be contacted at nhall@sde.idaho.gov. Deliveries should be sent to:

Direct delivery (UPS, FedEx, etc.): Idaho State Department of Education
650 W. State Street, Second Floor
Boise, ID 83702

1.4 INQUIRIES

Questions relating to this RFI must be submitted in writing via email no later than the date and time outlined in subsection 1.2.

The inquiry should contain:

(i) the name of the party's representative who is responsible for the inquiry;
(ii) the representative's business telephone number and e-mail address; and
(iii) the company's name of the party submitting the questions.

Please note that the State will provide responses to written inquiries received by the established deadline through direct communication with individual vendors. The State will not release all responses.

1.5 SUBMISSION PROCESS

If you are interested in providing the information requested in this RFI, please submit your response in one of the following formats:

- one (1) hard copy delivered or mailed with a thumb drive containing an exact copy of the hard copy submission, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)
- one (1) electronic copy via email, to the email address of the contact identified in subsection 1.3, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)
- one (1) electronic copy shared via Dropbox to the email address of the contact identified in subsection 1.3, with electronic files in either Microsoft Word or PDF format (please make sure that the response is word-searchable)

Direct responses to this RFI are due to the contact identified in subsection 1.3 no later than the due date and time identified in subsection 1.2.

If you mail in your response, clearly mark the package "K-2 Mathematics Screener & Diagnostic Tool – RFI Response" on the outside of the package.

1.6 COST OF PREPARING A RESPONSE TO THIS RFI

Costs of preparing a response are the sole responsibility of the Respondent submitting the response. The State shall not provide reimbursement for such costs and shall not be liable for any response preparation costs.

1.7 TRADE SECRETS

Trade secrets "…include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy." In addition to marking each page of the document that contains trade secrets with a trade secret notation, Respondents must also:

1.7.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem to be a "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

1.7.2 Provide a separate document entitled "List of Redacted Trade Secret Information," which provides a succinct list of all trade secret information noted in your response; listed in the order it appears in your submittal documents, identified by Page#, Section#/Paragraph#, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow the State's procurement personnel to determine the precise text/material subject to the notation.

If you fail to follow the RFI instructions as they relate to the identification of trade secret information; or to otherwise identify trade secret information with particularity, your trade secret notation(s) may not be honored.

2. Purpose

The Committee is gathering information to learn more about available K-2 Mathematics Screener and Diagnostic Tools in order to make recommendations to the State regarding enhancements to the State's existing math initiative programs.

The State is seeking information from vendors regarding existing mathematics screener and diagnostic tools or mathematics screener, diagnostic and intervention packages, or a vendor's capacity to custom-design such a tool or package to measure mathematics skills and/or understanding of students in kindergarten through second grade. The committee is also interested to know if a vendor has an existing product or the capability to extend an existing tool or package to include later grade levels.

This is an informal action initiated by the State. The State anticipates using the information obtained from this RFI to develop a Request for Proposal (RFP).

2.1 CRITICAL FEATURES

The Committee has identified the following features as being critical to meet the needs of the State and its schools. A screener and diagnostic tool or a screener, diagnostic, and intervention package:

- That addresses the needs of schools and educators working with students who need mathematics placement and/or intervention, including screening, diagnostics, and easy progress monitoring with intervention resources
- That measures multiple mathematical competencies that are predictive of later success in mathematics, including the following:
    - Number and Operations (counting, adding, subtracting, and contextual)
    - Algebra (patterns, relations, and functions)
    - Geometry (characteristics, properties, relationships, spatial reasoning)
    - Measurement (iteration and describing physical attributes)
    - Data Analysis (categorize and sorting)
- That is aligned to the Idaho State Content Standards for Mathematics (Common Core State Standards for Mathematics, CCSS-M)
- That measures both students' mastery of the above competencies and the content standards as well as students' performance growth over time
- That includes a screener that provides a clear, accurate picture of students' fluency in the above competencies regardless of whether the student is below, at, or above grade level
- That includes diagnostics that are utilized using the screener results to pinpoint specific details on the students' strengths and needs in each of the mathematical competencies above
- With a progress monitoring component in order to determine rates of student improvement in mastering the above competencies, as well as to identify students who are not demonstrating adequate progress
- With an intervention component with resources for educators to meet the needs of those students who have been identified as not demonstrating adequate progress
- Screener and diagnostic length of time should be reasonable:
    - Screener: Approximately 10 to 15 minutes
    - Diagnostic: Approximately 15 to 10 minutes per strand
- That provides schools and educators with reports and data in a timely manner and in formats that can be used to inform instruction
- That provides valid and reliable data
- That includes appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), 504 plan, or are English Language Learners
- That has user-friendly administration for both proctors and students

- That includes professional development, webinars/online training, and/or other customer support to assist the State, educators, and Idaho students in using the Respondent's solution

2.2 OTHER FEATURES

The Committee is also interested in receiving information regarding the following potential features. A screener and diagnostic tool or a screener, diagnostic, and intervention package:

- That is presented in a manner that is engaging for young students
- That has an aligned / complementary alternate assessment for use with students with significant cognitive or physical impairments
- That has aligned / complementary curriculum or resources available for schools, educators and/or parents
- That has a screener, diagnostics and/or intervention resources that can be used by districts or schools to measure math competencies beyond second grade

3. Response Format

The State requests that Respondents include the following sections in their response. The information provided in the responses must be direct, to the point, and as concise as possible.

3.1 EXECUTIVE SUMMARY (maximum length of two pages)

Briefly summarize the Respondent's information, including the value proposition and high-level functionality of the product/program. Include basic information about tool or package, including how it is administered, how long administration takes, and applicable costs.

3.2 CRITICAL FEATURES

This section should include a narrative response demonstrating how the product/program meets the functionality of the critical features described in subsection 2.1. Respondents are encouraged to include images, examples, and sample items in the narrative.

3.3 OTHER FEATURES

This section should include a narrative response demonstrating how the product/program meets the functionality of the other features described in subsection 2.2. Respondents are encouraged to include images, examples, and sample items in the narrative.

3.4 QUESTIONS

Please respond to the following questions, as applicable:

- Have you conducted validity or reliability research on your tool? Please share the results of the validity and reliability research/results.
- Are the screener and/or diagnostics administered in a one-to-one or group format? What is the rationale behind this choice?
- What is the physical format of your screener and diagnostics? Is it computer or paper based?
- Do you believe that hard copy screeners and diagnostics will continue to be available and relevant for early learning (K-2)?
- Have you seen any challenges in using computerized assessments with young learners?
- If your program is computer based, what are the specific hardware, audio, software, network, tablet, Chromebook and desktop requirements for your screener and diagnostic program are required, if any?
- If your program is computer based, can it be created to allow a touch screen only format? If not, how does your product accommodate for young students? Can a teacher enter in answers for a student based on student response?
- How would you define mathematical fluency? Have vendors in the industry created a method to effectively assess mathematical fluency through a computerized screeners and diagnostics? Please explain.
- What trends have you seen in the field of K-2 mathematics screeners and diagnostics?

3.5 PROGRAM REFERENCES

This section should include a scope of work narratives for at least three previous contracts with schools, districts or states, highlighting how the Respondent met the Critical and Other Features as outlined in section 2.1 and 2.2, respectively. Please include the dates of service, name of institution the Respondent worked with, training provided, training timeline and project status.

3.6 ADDITIONAL INFORMATION

The State will accept additional pertinent information your company would like to provide not covered in the subsections listed above